

## **1. PROJECT DESIGN**

The proposed project addresses the strategic goal of expanding educational services, the most important need identified in our long range plan. The project is the next step in meeting our goals as it is designed to build on newly developed museum education programs for schools. In 2003, IMLS awarded a Learning Opportunities Grant (LOG) for five new educational programs. The programs were developed over a three year period working in the classroom with teachers and students in grades 2-12. Through the LOG project, the programs were tested in three school districts by educational consultants. The goals for the proposed project involve hiring a full-time museum educator to give the new programs a permanent presence in local schools, expanding our educational services to all thirteen school districts in Essex County. The proposed use of funds for this project fits most closely with our museum's mission and long range plan.

The 2003 IMLS Learning Opportunity Grant allowed the museum to take steps to meet our educational goals through a partnership approach with schools and other cultural organizations. The museum partnered with two organizations and three school districts to develop the educational programs. Three educational consultants were hired with expertise in history, architecture, and the arts to develop five educational packages. The programs were designed to address New York State Learning Standards and to assist teachers in meeting their curriculum requirements. The educational consultants participated in a rigorous evaluation process to structure the programs to be most relevant to teacher and student needs. Each of the five programs produced through the LOG program are professionally designed hands-on packages for teachers developed in a format that is accessible, well organized, and visually meaningful. The packages also are being given a presence on the museum website. The programs have received a strong positive response from students, teachers and administrators. (See attached program descriptions, evaluations, reports and letters.)

Driven by the objectives of the long range plan, much of the museum's work in education has been premised upon reaching an audience that cannot always visit the museum. This is particularly important given the large geographic area served by the museum. The Adirondack Park is a six million acre wilderness preserve, nationally recognized for its unique natural characteristics and unusual mix of privately held and state-owned lands. Essex County, located within the park, is sparsely populated and the state's second largest county. Essex County encompasses nearly 1,800 square miles of varied terrain, extending westward from Lake Champlain into the heart of New York's Adirondack Mountains. One of the state's most scenic counties, it is also among its most historic. Its rugged mountains and gentle valleys have provided the backdrop for military battles, international athletic competitions and outdoor recreation. While the New York State Learning Standards for social studies require children to study New York State, teacher training and curriculum about the Adirondacks are limited. The new programs specifically address this need by using Adirondack history to develop a sense of place.

Through the project, the museum proposes hiring one of the educational consultants from the LOG project as a full-time museum educator to present the programs in all thirteen schools districts, to offer teacher workshops, and to connect students with on-site museum programs. This has been determined to be the most efficient and effective approach to successfully reaching our goals. For the two years of the grant period, the educator will offer the schools professional development for teachers, residencies to be held in the schools using the five programs, and field trips to the museum. The museum educator will contact all of the schools, meet with administrators, and arrange planning meetings with teachers prior to the residencies. The planning process will enable the museum educator to review each of the programs with teachers and administrators to fit their particular curriculum needs. The educator will conduct a one to three week residency in the school. The professional development training further invests in the programs so in the years following the grant the programs continue being used by teachers. The project has been designed for its impact beyond the two year scope of the project as teachers become familiar with the programs and are given training in their use.

The museum director will oversee the project management, working closely with the museum educator and school administrators. The museum educator will coordinate with schools, train teachers, implement programs, and plan with teachers for field trips to the museum. An advantage of the proposed project is that the programs have been tested, revised and evaluated. Adjustments and corrections already have been made over the three years of the LOG project. Based on school reports and evaluations of the programs, several challenges have been identified. One challenge is scheduling as each participating school must fit programs into teachers' curriculum and testing schedules. Another challenge is having the museum educator gain the teachers' trust to facilitate a smooth working

relationship. A third challenge for the museum educator is to be flexible in presenting the programs. Based on our experience over the past three years in the schools, it is anticipated that if issues arise, they can be effectively managed by the director and museum educator. The experience of the museum educator in working with different teachers and grade levels has allowed her to make adjustments in each classroom setting and to adapt to the needs of both teachers and students. The programs' success depends on schools appreciating their value and recognizing them as assets to the curriculum. The programs will continue to be evaluated with assessment forms, reports and in the workshops.

In addition to building partnerships with local schools, a partnership has been formed with the Adirondack Arts in Education Partnership (AAIEP). The organization is supported by funds from the New York State Council on the Arts and provides re-grant monies for residencies in the schools. Westport Central School, one of the LOG participating schools, has received grant funds through AAIEP for the *Women of the Past* program to continue for two more years after the initial program was piloted through the LOG project. In addition, AAIEP has used their education conference to present the program to schools and teachers throughout the region. The partnership between the museum educator and the school's project coordinator was presented as a model to the other schools. (See attached Adirondack Arts in Education Partnership letter.)

The programs have proved especially relevant in giving students a sense of place related to their own experiences of living in the Adirondacks. They have been tested and evaluated in the Essex County towns of Moriah, Westport and Elizabethtown. The first program, *North Country Heritage*, was extremely well received by all three school districts. (See attached sample teacher assessment form.) The program is a fourth grade program structured to encourage children to become aware of the built environment, to appreciate their architectural heritage, and to establish a strong connection to the community in which they live.

The second program, *Living Off the Land*, introduces students to the relationship of their community to living in the Adirondack Park. The curriculum focuses on how early settlers of the Adirondack region survived by making use of the area's natural resources. This program was designed for use in teaching local history at the middle and secondary levels and is relevant to teachers in other academic areas as well.

The third educational program is based on the successful *Dreaming of Timbuctoo* traveling exhibition, a collaborative effort between the grass-roots organization John Brown Lives and our museum. The package developed for the high school level has been designed with images from the exhibition, copies of documents, maps, and photographs. The program curriculum supports widened access, inclusion and diversity. The exhibit has been traveling to venues across New York State for the past five years, from the Adirondacks to New York City, five hours to the south. The program tells the story of 19th century philanthropist and reformer Gerrit Smith's efforts to deed a vast swath of Adirondack wilderness to African American pioneers. Smith's disbursement, between 1846 and 1848, of 120,000 acres in northern New York to 3,000 black grantees, was a shrewd political strategy in response to racist legislation that denied the vote to free black New Yorkers lacking real estate valued at \$250. The goal is to involve students and teachers in studying and interpreting the abolition history of their communities.

The fourth and fifth programs are designed to bring history to life through the dramatic arts. Both programs use the performing arts to support core curriculum in the classroom. The first of these programs is *Women of the Past Moving Forward*, a program designed for elementary school students in grades 2 through 5. Based on a biography packet, the museum educator, teacher and students develop a brief but compelling story for the children to re-enact.

The fifth program, *Off the Page*, uses place-based education principles to interpret and connect local history with literature and the performing arts. Designed for high school English and Social Studies classes, the program relates often studied literary works to the history of the Adirondack region. Students learn to translate their understanding of the history and the literature into a theatrical performance. This approach to creating place-based performance is modeled by the performance tour offered at the museum in the summer. It can be used by dramatic departments or community theater groups as well.

## 2. GRANT PROGRAM GOALS

The project addresses the Museums for America goal of *Supporting Lifelong Learning*. The project strengthens the museum's ties to the community by supporting the museum's education programs in the schools. The goals and objectives of the project are intended to fulfill MFA goals of strengthening the museum's ability to serve the public

more effectively by supporting high-priority activities of the long range plan. The long range plan identifies two essential goals for public outreach: bringing educational programs into the schools and developing partnerships in the community.

The project serves the public more effectively by expanding our educational services. The LOG project supported the development of the five programs and now the primary goal is to have the programs continue to serve the needs of the school community. The work of the educational consultants through the LOG project created products that met with great success in the classroom and schools are eager to have the programs. Each program has been tested and modified to meet identified needs for teachers and students and the curriculum requirements of New York State. Schools value the sense of place curriculum and its connection to the Adirondack community. The three schools that piloted the programs have requested that a museum educator return to the classroom through a residency and continue working with the teachers in the classroom. (See attached letter from the Elizabethtown-Lewis Central School Superintendent.)

Having a full time educator ensures that the programs gain a strong presence in the schools and strengthens our partnerships with the schools. The educational consultant who developed and presented the *Women of the Past* and the *Off the Page* programs in the schools will serve as museum educator for the two years of the grant program. She successfully introduced the new programs to students, teachers and administrators through the LOG program. It has been our experience that the programs have the greatest success when they are accompanied by an educator. The schools have reinforced this approach by applying for arts-in-education funds to keep the programs in the school with the museum educator serving as an artist in residence. The professional development aspect of the project offers training to teachers to implement the programs, giving the programs even greater sustainability in the schools. The programs are augmented and enhanced by a field trip to the museum, another learning experience built into the project.

The project clearly relates to strategic goals in the area of public service. The long range plan identifies forming partnerships as an important component of public outreach and the project accomplishes this goal through its partnerships with the schools. In addition, a partnership has been formed with the Adirondack Arts in Education Partnership (AAIEP). They have used their *North Country New Vision Arts in Education Conference* to present the program to schools and teachers as a model.

### **3. PROJECT - HOW THE PROJECT FITS INTO STRATEGIC PLAN AND MISSION**

The museum is committed to creating an environment that awakens curiosity and opens minds to foster a knowledge and appreciation of our region's rich heritage. The project focuses on the educational goals of the long range plan. Educational outreach is a fundamental purpose to our mission, and educational outreach to schools has consistently been a priority of the plan. The LOG programs have already effected a change in our institution as the process for developing the new programs has resulted in new and stronger partnerships with schools. The proposed project builds on the success of the LOG programs. The scope of the proposed project effects a systemic change within the organization because the activities are designed to bring our partnership with the schools to "the next level." The project carries educational activities forward from a part-time effort by educational consultants to a full-time effort by an experienced educator. The project expands the museum's capacity to carry out its strategic goals by building on existing educational programs to insure they have a continued presence in the schools.

The effort to provide educational programs for use in the schools is extremely important given the great distances separating the museum from most area schools. In 2001, museum interns surveyed local K-12 teachers to identify their needs for museum programs. Teachers responded that they were interested in classroom projects that meet New York State's Learning Standards and supplement field trips to the museum. All of the teachers recognized the potential for using museum resources to meet their curriculum needs. The important work accomplished through the LOG program was geared toward these identified needs. The school administrators also have acknowledged the important role the museum can serve in the schools and the value of the museum's place-based programs for the classroom. There is clearly a role for the museum in the schools that benefits students and meets the museum's strategic goals. The proposed project supports expanding institutional capacity as the schools and the museum form long term mutually beneficial relationships.

The goal of the long range plan to expand educational programs applies to adult education as well. Museum programs provide learning opportunities for all ages, but generally appeal most directly to adults. Adult education

in recent years has taken many forms through exhibitions, programs and events. Recent exhibits include a photography exhibition on safe houses in the region that had a role in the Underground Railroad. A video accompanies the exhibition and a summer lecture focused on the activities of local abolitionists. Another exhibition accompanied by an illustrated talk depicts early Adirondack postcards. New gallery space created through the recently completed building project displayed an Adirondack collection of women's fans. The museum's most popular summer program, a performance tour of the museum, appeals to visitors of all ages. It is a tour of the museum using actors to portray stories of the region with the exhibition spaces as backdrops. This summer's performance focused on themes of freedom, especially as they related to the Underground Railroad. Other popular events with widespread appeal are the fall harvest festival and a late October ghost tour of Elizabethtown. Another educational program for adults is a writers group that meets monthly at the museum. Many of the writers have had success in publishing their work and the participants offer public readings at the museum. One reading was based on a book published about the famous Russian cellist, Gregor Piatigorsky, who became a U. S. citizen at our county courthouse. A partnership with Essex County government presents another opportunity for educational outreach. An exhibition on the history of the county's eighteen towns has been traveling around the county for the past four years.

The scope of the proposed project effects a systemic change within the organization because the activities are designed to carry forward new programs that offer authentic learning experiences to the next generation of museum goers. The programs presented in the schools by the educational consultants have already generated enthusiasm with students. One fifth grade student arrived at the museum on his own as school let out for the summer. He offered his pocket change for the cost of admission and announced he was coming to the museum so he wouldn't "get bored" over summer vacation. He had participated in one of the LOG programs in the school and it was clear that he felt a meaningful connection to the museum. This suggests that the long-term result of achieving our educational goals supports sustainable change for the museum by reaching students and making the museum a long-term partner in their learning experiences.

#### **4. STRATEGIC PLAN: PROCESS AND FINANCIAL RESOURCES**

As discussed in the long range plan summary above, the trustees and the director considered staff comments, visitor comments, correspondence with the membership and researchers, and discussions with community members, local historians, cultural heritage groups, and town and county officials in developing the long range plan. The proposed project meets the needs of the museum by directly addressing the strategic goal of educational outreach, a priority strategic goal of the plan. The needs of the community were considered in developing the long range plan and educational needs were considered through a review of the teacher surveys and assessments completed over the past four years.

The organization is in a relatively sustained period of financial stability. The museum's finances are managed by the director under the supervision of a finance committee of the board. In recent years, the museum's finance committee and board of trustees have worked to develop strategies for attracting revenues from diverse sources. Despite the diminishing size of state and local government funds for cultural programs, the museum has managed to maintain a stable level of support in this area. The museum has received approximately forty percent of its support from the county and state during the past three years. The museum has devoted time to cultivating individual donations for operating expenses through memberships, annual fund appeals, and fundraising events. Individual giving contributes twenty percent of income. In addition, program revenues produce about twenty percent of income. Gifts and bequests have substantially increased the museum's investment fund from approximately \$16,000 in 1989 to its current level of \$106,000. In 1999, the museum was designated the beneficiary of trust funds from a charitable foundation in the amount of \$17,000 annually. The trust funds allow the museum to meet specific goals of the long range plan in the areas of exhibit and collection goals, future capital improvements, and for a small grant program developed to assist individuals, organizations, schools and communities with local history projects. The trust funds increased to \$26,000 this year with the increased portion of the funds allocated for repaying a low interest loan from the New York State Council on the Arts (NYSCA) for the building construction project.

Funding of over \$495,000 has been received toward achieving accessibility for our museum building. The museum has received grant funding for design and building construction from NYSCA and the Governor's Office

for Small Cities Community Development Block Grant. The New York State Scenic Byways Program has provided funds for building construction. A State Senate Initiative, county funds, and foundation support also have been directed toward the project. In addition to installing an elevator and accessible restrooms, the new building design expanded the gift shop and gallery area, provided back entrance doors leading to the gardens and farmers' market, and signage and a public computer station for visitors.

The museum has had success in the past six years in obtaining over \$140,000 in grant funds from New York State for several special projects. The museum received funding through NYSCA toward the *Dreaming of Timbuctoo* traveling exhibition. Funds from the Cultural Tourism Initiative Grants Program from the Arts and Business Council supported lectures, performances and events around the exhibition. Additional funding from NYSCA was awarded for performances related to the exhibition. A grant from the Adirondack North Country Community Enhancement Program through the Division of Housing and Community Renewal provided funds for installing a new sign, parking area, and outdoor exhibition to supplement our landscaping efforts. The Lake Champlain Basin Program provided a grant for a new interpretive sign for the outdoor exhibition. The Lake Champlain Basin Program also provided a grant to publish a self-guided tour book *On the Trail of John Brown* for a tour offered by the museum in partnership with Adirondack Architectural Heritage. Through a partnership with the Adirondack Farmers' Market Association, funding from the Department of Agriculture and Markets allowed us to construct a permanent pavilion-type structure on the museum grounds for use by the farmers' market and for museum programs. The Documentary Heritage Program of the New York State Archives provided funds to identify, survey and plan for the systematic collection of mining records in collaboration with other local organizations holding records. The 2005 IMLS Museums for America grant provided \$50,500 for collection management. In addition, a local foundation provided a grant to purchase archival materials for storage of our photograph collection. An additional \$12,000 in state and foundation grants was received in last year in support of our LOG grant of \$35,480 for education programs. (See attached financial statements fiscal years 2004 and 2005.)

## 5. APPROPRIATENESS OF PROJECT FOR INSTITUTION, AUDIENCE

With the focus of the long range plan on developing educational programs for area schools, the design of the project is based on needs identified in surveys presented to area teachers prior to developing the LOG programs. Bringing museum programs into the schools was determined as the best solution to answer the identified needs. Teachers indicated that they enjoyed bringing classes to tour the museum but the museum season, from May to October, overlaps the school year by only a few months. There was a clear need to design museum programs to correspond with curriculum during the full school year. Teachers were eager to have programs with pre-designed lesson plans that meet the New York State Learning Standards. The new LOG programs have met with great success. Through the LOG project, the educational consultants served as primary presenters through in-school residencies. The schools have expressed a strong interest in continuing in this approach. The proposed project also offers training for teachers to become familiar in using the programs. The teachers participating in the LOG process indicated that by having the educational consultant assist with the planning process, the teachers could offer the programs on their own in future years. During the two years of the grant period, the museum educator will be directly involved in the classroom so that by the end of the grant period these learning packages will have a firm presence in the classroom.

The museum's primary service area is Essex County, a sparsely populated county lying entirely within the boundaries of the six million acre Adirondack Park in northeastern New York State. The county is the state's second largest, encompassing 1,800 square miles, an area approximately the size of the state of Delaware. Its 39,000 residents are scattered throughout the county, with the major population centers of Lake Placid (pop. 8,661) and Ticonderoga (pop. 5,167) located more than sixty miles apart. Essex County's year-round population is economically disadvantaged in comparison to the rest of New York State. Once thriving, large industries have been gone for decades. The result has been devastating to the local economy. The unemployment rate for the county is almost 1½ times higher than the average for the state and the per capita income for Essex County residents is traditionally one of the lowest in the state. The New York State Department of Education classifies Essex County as a "High Need/ Resource Capacity" rural county. Over 45% of students in the county's schools are eligible for free or reduced price lunches. The year-round population is joined by a relatively affluent summer population with second homes in the area. Individuals from these two groups of residents account for approximately half of the

museum's audience. The remainder is drawn from tourists to the area, attracted by the scenic beauty and outdoor recreational opportunities.

The audience for the project has been identified primarily through the teacher surveys and assessments. Teachers and administrators say they are in search of authentic learning experiences related to the Adirondacks. The programs are geared to meet the requirements for Social Studies in the 4th, 8th and 11th grades, but are appropriate for other grade levels as they meet New York State curriculum requirements for language arts, fine arts, and performing arts. The programs create a sense of place for students that is enhanced with a field trip to the museum. The museum exhibitions offer more than two centuries of human activity in Essex County. The exhibits offer students a personal connection to the history portrayed in the programs. The museum's exhibitions and programs record the human presence within the Adirondack wilderness providing students with an understanding of the region in its fullest sense. The education programs make use of the exhibitions to broaden students' pride of place. The field trip to the museum reinforces the classroom projects as students apply their learning to objects in the museum's collection.

The programs developed through LOG already have promotional material for schools and a web presence. The museum educator will promote programs directly by contacting each of the school districts and meeting with administrators and teachers to discuss the programs. In addition to the original three school districts who partnered during the LOG process, two additional schools participated in the *Women of the Past* program through grant funds received for after-school programs. The local newspapers have covered the LOG programs in schools and have offered to give continued coverage to the programs. The Adirondack Arts in Education Partnership (AAIEP) has used their education conference to present the program to schools and teachers. The programs have been promoted to other schools in the region through a showcase at the 2005 New York State Council for the Social Studies annual convention to a gathering of over 1,000 social studies teachers meeting for three days of workshops and seminars. Information on the museum's education programs are also featured in the directory on the website of the Albany Institute of History and Art Museum Learning Initiative.

## **6. PROJECT RESOURCES: TIME AND BUDGET**

The proposed project continues our efforts to meet educational outreach goals and is the next progression in strengthening our educational programs for schools. The time and budget for the project have been structured to successfully carry out the project to its conclusion. The museum has successfully met previous educational goals of the long range plan through the LOG project. The director will oversee the entire project over the two years. In addition, the director is responsible for the financial management and the management of resources including money, facilities and supplies. The educator identified for the project has past experience with the museum's education programs, has expressed much enthusiasm for the project, and is well qualified to carry out the necessary activities.

The time required to complete the project is based on past experience with the programs through the LOG program. The budget consists of the costs for presenting the five programs in the thirteen school districts of Essex County. Approximately twenty-six programs will be presented each year. This averages to roughly two programs for each of the thirteen schools in each school year including necessary preparation time, professional development and the museum field trip. This is a manageable work load for the museum educator. When grant funds through AAIEP or the after-school program are available to offer additional programs, she will be assisted by a part-time educator hired by the museum. During the 10 weeks of the summer, the educator will present the programs at the schools for the local summer youth programs, and interested students will participate in the summer performance tour at the museum.

The budget has been developed both for cost efficiency and to accomplish what we have set out to do. The costs for the museum educator's salary, fringe benefits, travel and indirect costs are included in the budget for the grant. The museum's responsibility for the project includes portions of the director's time, materials and supplies, and indirect costs. The schools provide services for substitute teachers when teachers attend the workshops, the cost of buses for field trips, and classroom materials. Additional funds for the project are anticipated, but not confirmed, from foundation support, arts-in-ed funds and after-school program funds. If additional grant funds from these sources are awarded, the museum will hire a part-time educator to take more programs into the schools. (See Budget Justification for detailed budget discussions.)



The schedule for the project covers two years. The goal is to present an average of four programs in each of the thirteen school districts over the two years. The number of programs presented in a school will be based on scheduling for specific curriculum needs. The use of arts-in-education grants and after-school funding will allow more programs in the schools and will sustain the programs beyond the two years of the grant. The programs also are available to teachers for their own use and portions of the programs can be downloaded from the museum's web site. In every case, the museum educator will offer the level of support requested by teachers, from an advisory role to a full residency.

Other activities occurring over the two year period include professional development opportunities for teachers. In piloting the LOG programs, teachers often choose to use the programs across the curriculum. One-day workshops were held at the museum with Social Studies, English, and Art teachers developing strategies for presenting the programs in the classroom. Superintendents also welcomed the educational consultants to in-service trainings at the school to discuss potential uses of the programs with the teachers. The Adirondack Arts in Education Partnership (AAIEP) asked the educational consultant to demonstrate the programs to teachers at their arts-in-education conference. It is estimated that thirteen professional development workshops will be offered each year.

The programs culminate in a field trip to the museum. The programs are designed to integrate activities with museum resources and collections. On their visit to the museum last spring, students participating in the *Women of the Past* program were thrilled to see a dress belonging to the woman they had studied. She had worn the dress to Abraham Lincoln's inaugural ball. Taking the dress from storage, the museum's collection manager demonstrated to the students the care needed to preserve the dress. The students were fascinated to learn more about the museum's role as caretaker of the county's history. It is estimated that thirteen schools will visit the museum each year. (See Budget Justification for detailed budget discussions and Schedule of Completion.)

## **7. PROJECT RESOURCES: PERSONNEL AND TECHNOLOGY**

The management of all aspects of the project goals and activities is the responsibility of the full-time director, acting under the supervision of the board of trustees. The management of education programs is included in the director's duties. The trustees support the proposed project and they are prepared to assist in ensuring its success. The director has been employed by the museum since 2000. Her professional background is in anthropology, archeology, historic research and public administration. Before joining the museum, she served as Community Development Administrator for a local not-for-profit organization obtaining extensive administrative experience, as a historical archeologist for the State of New York, as a research supervisor for the anthropology department at the University of Vermont, and as an archeological site supervisor and graphics supervisor at Brown University. The director works actively with area cultural organizations. She serves on the advisory board for a regional architectural heritage friends group and for a local cultural heritage network, and participates on a grant review panel for an area arts council. As director of the county's historical society, she also fills the post of county historian, with the responsibility of coordinating activities with twenty municipal historians. The director is called upon to provide programs on local history and museum practices for a variety of local organizations. She has receiving training in education, collections management, universal planning and accessibility, textile care, and exhibit design from several workshops and seminars in the past six years. The director is a member of the American Association of State and Local History, the American Association of Museums, the Association of Public Historians of New York State, the New England Museum Association, the Mid-Atlantic Association of Museums and the Museum Association of New York.

The educator identified for the project served as an educational consultant for two of the LOG programs: *Women of the Past* and *Off the Page*. She has a Master's degree in educational leadership and she is a candidate for a PhD in education. She has previous experience developing and delivering educational programs in area schools and has a genuine interest in working with children. In her recent work with the LOG project, she has obtained an advanced level of knowledge in museum education. Working as a consultant on the LOG project, she also has shown her ability to accomplish goals within budget. She has experience as a theatre artist including museum theatre. She directs the museum's popular summer performance tour of the museum. Through her academic experience she has gained sound knowledge of professional standards for education. (See attached list of key project staff and resumes for key project personnel.)

**ADIRONDACK HISTORY CENTER**  
**2007 IMLS Museums for America**

**Schedule of Completion**

Activities	2007		2008		2009			
	A/S/O	N/D/J	F/M/A	M/J/J	A/S/O	N/D/J	F/M/A	M/J/J
Schedule Schools	X-----X			X-----X				
Programs in Schools	X-----X			X--X	X-----X			X
Professional Development	X-----X				X-----X			
Museum Field Trips	X--X			X--X	X--X	X--X		X--X
Evaluation	X-----X							



## BUDGET FORM: Section B, Summary Budget

	\$ IMLS	\$ Cost Share	\$ TOTAL COSTS
1. Salaries and Wages	\$59,696.00	\$18,720.00	\$78,416.00
2. Fringe Benefits	\$11,340.00	\$3,556.00	\$14,896.00
3. Consultant Fees			
4. Travel	\$2,442.00	\$2,042.00	\$4,484.00
5. Supplies and Materials		\$2,120.00	\$2,120.00
6. Services		\$47,040.00	\$47,040.00
7. Student Support			
8. Other Costs		\$33,600.00	\$33,600.00
TOTAL DIRECT COSTS (1-8)	\$73,478.00 ✓	\$107,078.00	\$180,556.00
9. Indirect Costs	\$11,022.00 *	\$16,062.00	\$27,084.00
TOTAL COSTS (Direct and Indirect)	\$84,500.00 ✓	\$123,140.00 ✓	\$207,640.00

### Project Funding for the Entire Grant Period

1. Grant Funds Requested from IMLS	\$84,500.00 ✓
2. Cost Sharing:	
a. Applicant's Contribution	\$123,140.00
b. Kind Contribution	
c. Other Federal Agencies*	
d. TOTAL COST SHARING	\$123,140.00
3. TOTAL PROJECT FUNDING (1+2d)	\$207,640.00
Percentage of total project costs requested from IMLS	41 %

\*If funding has been requested from another federal agency, indicate the agency's name: